Landcare
New South Wales

Toolkit for Landcare Groups:

How to design and deliver effective disaster resilience, behaviour change activities with their communities.

As NSW faces more frequent, concentrated, and intensifying extreme weather events, strengthening disaster resilience in communities has never been more urgent.

Landcare has an important role to play in strengthening disaster resilience in local communities, enabling and supporting people led prevention, with practical natural solutions to mitigate and prepare for disasters. Strengthening disaster resilience often requires sustained behaviour change across a community.

The Toolkit

Below (or following) is a "toolkit" of resources to support Landcare groups and support staff to design and deliver effective disaster resilience, behaviour change activities with their communities. This includes advice, tips, templates and tools and examples from the Project pilot.

The following topics are covered:

1. Models and Principles to support community behaviour change

2. Designing and planning purposeful engagement activities

   • Design Principles
   • Planning an engagement activity
   • Conversation Points about Landcare disaster resilience activities
   • Understanding your local disaster resilience landscape
   • Co-designing approaches and co-creating solutions
   • Gathering feedback and stories of change

3. Engagement Activities

   • Kitchen Table Conversations
   • Facilitating Workshops
   • Markets & Regional Events and Field Days
   • Creating written, visual, audio resources

With funding from the Disaster Risk Reduction Fund (via NSW Reconstruction Authority), Landcare has delivered the People Led Prevention Project over the past two years (2022 to 2024), aiming to:

• Empower individuals and communities to understand their natural hazard risks and encourage proactive disaster planning and preparedness

• Create more connected communities with specific support and natural hazard information offered to newcomers

• Identify key barriers to adopting disaster resilience behaviours in the community

Landcare NSW has supported local and regional groups to mitigate and prepare for hazards such as floods, fires, heatwaves, cyclones and storms. And strengthening its role as a connector between communities and disaster agencies, by bringing people together to increase disaster resilience and preparedness within communities.

Throughout this project, Landcare groups have gathered together tools, tested approaches and piloted a range of community behaviour change activities focused on nature-based solutions. From learning about natural hazards in the local environment, preparing and planning for disasters, to understanding the evidence, and developing a Landcare Framework to support community behaviour change. These Training materials (in this pack or on these pages) are the culmination of that work.

Australian Government

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PEOPLE LED PREVENTION PROJECT

Landcare NSW's People Led Prevention project empowers communities across regional NSW in developing disaster resilience and preparedness skills. Jointly funded by the Australian and NSW Governments.

1. Behaviour Change Models and Disaster Resilience

In March 2024 Landcare NSW conducted a review of existing Literature and a series of interviews to understand how best to support Community Behaviour Change. More information and a detailed description of the Barriers and Enablers of behaviour change can be found at {Link to Landcare doc: Landcare as an Enabler of Behaviour Change in Disaster Resilience: An evidence Informed Approach}

Four Key Principles were developed for Landcare to engage effectively with their communities for disaster resilience action:
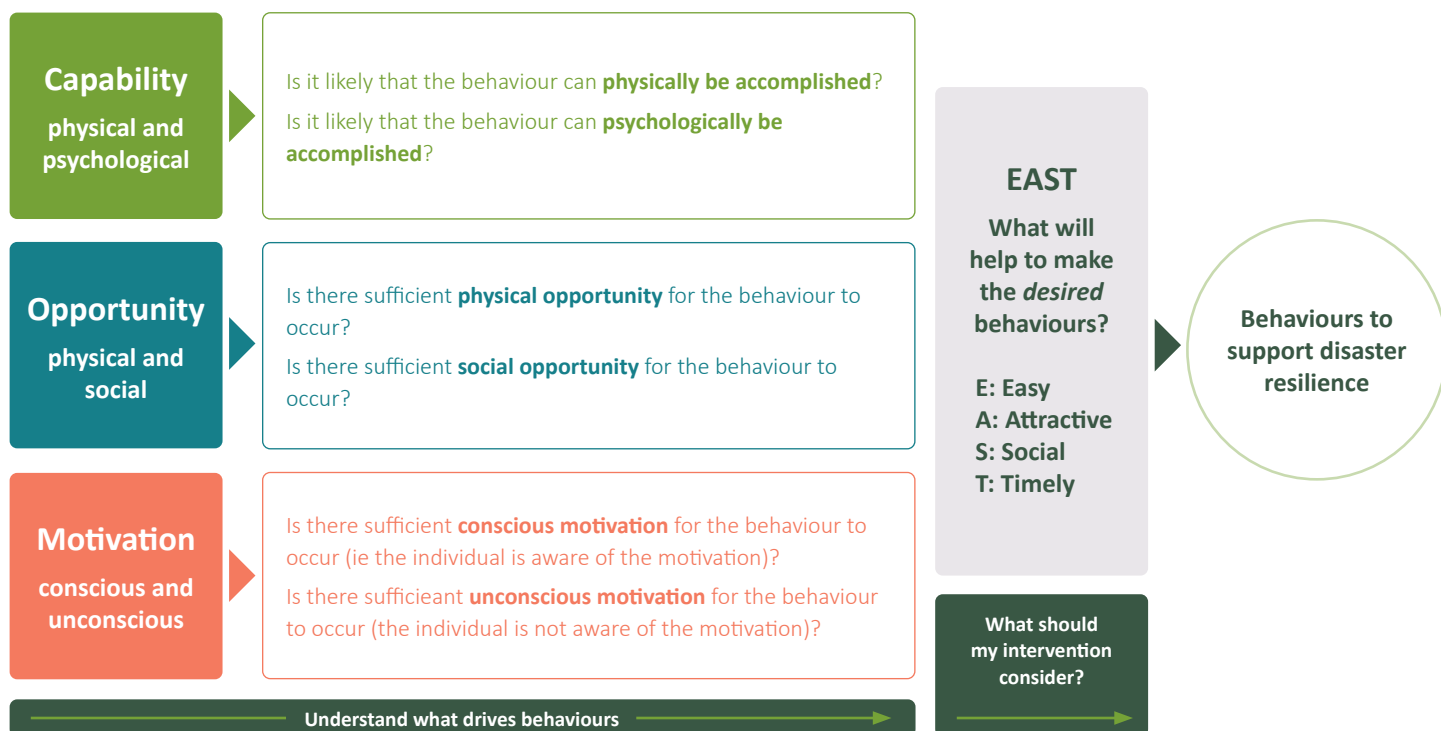
- Always start with community
- Community to community is best
- Networks of network can be leveraged
- Focus on the long term

Landcare principles for engaging communities in disaster resilience action

The paper also identified that there are many different models of behaviour change available. Landcare NSW used a combination of the COM-B model and the EAST Framework in the People Led Prevention (PLP) Program.

Capability
physical and psychological

Is it likely that the behaviour can **physically be accomplished**?
Is it likely that the behaviour can **psychologically be accomplished**?

Opportunity
physical and social

Is there sufficient **physical opportunity** for the behaviour to occur?
Is there sufficient **social opportunity** for the behaviour to occur?

Motivation
conscious and unconscious

Is there sufficient **conscious motivation** for the behaviour to occur (ie the individual is aware of the motivation)?
Is there sufficieant **unconscious motivation** for the behaviour to occur (the individual is not aware of the motivation)?

→ Understand what drives behaviours →

EAST

What will help to make the *desired* behaviours?

E: Easy
A: Attractive
S: Social
T: Timely

What should my intervention consider?

Behaviours to support disaster resilience

Landcare's sequenced behaviour change model (COM-B & EAST Frameworks)

Two models for behaviour change

The COM-B Model

The COM-B model helps to understand behaviours and better identify where to target behaviour change interventions.

The model addresses three key elements:

CAPABILITY: Can the person perform the behaviour?

OPPORTUNITY: Does the physical and social environment support the behaviour?

MOTIVATION: Is the person motivated, both consciously and unconsciously to perform a behaviour?

Leads to **BEHAVIOUR** change

The EAST Model for Behaviour Change

The EAST is a useful framework to consider when developing activities and programs. The model tell us that, to promote behaviour change our activities should be:

EASY

- Simple messaging
- Easy to take up

ATTRACTIVE

- Engaging, visually attractive and personally appealing
- The benefits and incentives should be obvious

SOCIAL

- Demonstrate that others do the same
- Support social interaction in learning and doing where possible
- Use networks
- Encourage community members to support one another to do

TIMELY

- Be presented in a structure that works at that time (e.g. if a community is already overburdened, consider a social event rather than lecture)
- Show immediate benefits where possible or at least have a good cost to benefit ratio
- Help community members to plan how they will approach behaviour change: have a plan and timeline

TIPS FOR USE

Start with the COM-B framework to help you identify the enablers of behaviour change for your community. This will help you to design your activities to target the specific needs.

For example: People may not have the capability and knowledge to change their behaviour, so education and skill building activities will be most effective. Or there is not sufficient motivation for people to change their behaviour, so designing ways to incentivise people to change are needed.

Once you have identified the enablers of behaviour change for your community, you can then use the EAST framework to assist with designing activities that will make the behaviour change actions practical and easy for people to adopt.

Barriers and Enablers of Behaviour Change learnings from the PLP project

The barriers and motivations identified through the rapid research and the engagement activity feedback has been summarised using the EAST Framework.

Barriers To Behaviour Change

EASY

- Lack of knowledge or confusion regarding the steps required to reduce risk
- Difficulty accessing information and resources.
- Financial constraints that make obtaining necessary supplies and resources difficult
- Physical limitations that prevent completion of risk reduction tasks
- Complexity of the risk reduction process, leading to confusion or frustration

ATTRACTIVE

- Lack of appealing information or resources about the activities
- Boredom with the repetitive or tedious nature of the activities
- The activities being too time-consuming
- Perceived lack of immediate benefits
- No sense of personal connection or relevance to the activities
- Difficult or confusing instructions

- Negative past experiences with similar activities
- Competition with more attractive or leisure activities
- Inconvenient locations or times to participate in the activities
- Inadequate funding or support for the activities

SOCIAL

- Lack of social support from friends, family, or community members
- Lack of awareness or understanding of the importance of disaster preparedness
- Perceived lack of need or low perceived risk of disaster occurrence
- Cultural or societal norms that do not prioritize disaster preparedness
- Reluctance to engage in preparedness activities perceived as inconvenient or disruptive to daily routines
- Misperceptions or distrust of government or disaster response agencies

TIMELY

- Lack of urgency or immediacy for individuals to take action.
- Perception the risk reduction activities will take significant time
- Difficulty in making long-term plans and commitments
- Difficulty in prioritizing preparedness amidst other daily responsibilities
- Difficulties in maintaining preparedness over time

Motivators/Incentives To Behaviour Change

EASY

- Convenience: Making the behaviour easy to perform, accessible, and requiring minimal effort.
- Clear instructions: Providing step-by-step guidance and clear instructions on how to perform the behaviour.
- Tools and resources: Providing necessary tools and resources to perform the behaviour.
- Timesaving: Showing how the behaviour can save time and effort in the long run.
- Automation: Implementing systems and technology that automate parts of the behaviour, making it easier to perform.

ATTRACTIVE

- Incentives or rewards for participation
- Making activities visually appealing and interactive
- Offering education and training opportunities
- Fostering a sense of personal achievement and empowerment through preparedness actions
- Making activities accessible and convenient to participate in
- Offering a variety of activities that cater to different interests and abilities
- Integrating preparedness activities into daily routines and habits
- Highlighting the tangible benefits and outcomes of preparedness efforts for individuals and communities.

SOCIAL

- Encouragement from friends and family
- Providing opportunities for social interaction and connection
- Commitment contracts
- Creating a sense of community ownership and pride in preparedness efforts
- Network Nudging with Peer-led community events
- Collaborative disaster preparedness activities
- Group incentives and rewards
- Social media campaigns and challenges with competition between individuals and groups
- Networking and community building events
- Word-of-mouth promotion
- Partnership with local organizations and businesses
- Collaborative planning and preparation with neighbours

TIMELY

- Providing quick and simple steps for individuals to reduce their risk exposure
- Encouraging people to prioritize disaster preparedness in their daily routines
- Offering flexibility in the time commitment required for disaster risk reduction activities
- Utilizing technology and automation to streamline risk reduction processes
- Providing incentives for individuals to complete disaster risk reduction activities in a timely manner.

Tips and Resources for Landcare Support staff

Always start with community: Start with your community, empowering and enabling them to identify their own priorities and decide what they want to explore and focus on. This is the most effective way to encourage behaviour change and in line with Landcare's philosophy.

Understand the Local Disaster Resilience landscape: It is important to identify and connect with the key stakeholders in the local area who are responsible for disaster prevention, preparedness, response and recovery. This will often include Rural Fire Service (RFS), State Emergency Services (SES), Local Land Services (LLS) and Local Councils.

Create space to understand what community needs: Give community members the opportunity to genuinely share their needs and allow yourself the time and space to understand what the community needs. It can be helpful to consider how you are "showing up" or presenting yourself with community members – are you coming in as an 'expert' or project worker to share information and get the job done; or are you taking the time to get to know people and understanding their perspectives and needs?

For example: During an information session, rather than sticking rigidly to your pre-prepared agenda, you would let community members share what is important to them, even if it is a difficult topic and adjust your approach to meet community where they are at.

Include all of the community: Consider how you can engage with, invite in and include people and groups who might not traditionally be involved in Landcare activities. This may mean mapping your stakeholders, asking yourself who isn't in the room' and who else could benefit? To reach different groups, you may need different approaches to communicating or engaging. For example, you could visit local playgrounds, shopping centres, visit local activity groups or local events.

Community to community - learning from each other: Just hearing information is not nearly as effective as trying something and experiencing it for yourself. There are many opportunities for collaboration where Landcare can support the opportunity for community to learn from one another on the ground. For example- Eco-burns with the local RFS Captain or doing preparedness planning with the LLS.

Use a variety of communication tools: There are many creative ways for community members to hear from one another (in conversation, via social media, in a workshop, through the grapevine, a local podcast, local radio, at regular group meetings etc). Tailor the approach to your audience, resourcing and ability AND ensure that the communications are inclusive and able to be accessed by as many people as possible.

Working with First Nations peoples and communities: Always start with community is particularly important from a First Nations perspective. Co-designing with First Nations peoples and demonstrating our deep respect for cultural knowledge and wisdom, is the approach Landcare champions.

Time to yarn and build relationships: Many First Nations cultures are 'relationships first,' so the time to 'yarn', get to know one another and build trust, is an essential component. By establishing relationships and working to co-design from the outset, you can better understand what is needed in the design of your activities to encourage First Nations wisdom, knowledge and participation and strengthen the role of cultural expertise.

2. Designing and planning purposeful engagement activities
(including disaster resilience)

If you are planning community engagement activities to support action in your community you are also aiming to create a "behaviour change" in your community.

There is a large body of knowledge and evidence about what does and doesn't help to create behaviour change in people and communities, including the barriers and incentives.

Landcare NSW has explored the evidence and developed a research report. A summary of the findings and practical tips and tools are available in Section 1 of this Guide.

So, before you start designing your engagement, look at Understanding Behaviour Change and Barriers and Incentives for Behaviour Change (Section 1).

Design principles

Principles to consider when designing and delivering community engagement for behaviour change

Example

Behaviour change surrounding Disaster Resilience activities:

These principles have been drawn from the learnings and insights from the Regions that participated in the Pilot program of the Landcare NSW Landcare's People Led Prevention Project in 2023

PRINCIPLE	LOOKS LIKE
The activity / event	
Inclusive	Open to everyone, inviting, widely promoted, simple language – not jargon, culturally safe
Accessible	Scheduled for times and locations people can get to, are already going to; or times and platforms that make it easy for people to join online
Tailored to local context and need	Know your community: Now: their priorities, current concerns, levels of appetite and energy for activities, level of event fatigue & disaster fatigue, know the other organisations and agencies in your community who work in this space Past: community experiences of natural disasters, levels of disaster fatigue, progress with recovery, mental health and wellbeing impacts
Collaborative & coordinated	Wherever possible coordinate and collaborate on activities with other disaster agencies, join activities organised by others, attend community events (like field days and markets) rather than holding standalone in-person events.
Credible	Present evidence-based information and materials. Where possible use Landcare developed / endorsed materials. Engage well regarded experts and guest speakers for events Do what you say you will – if you've said you'll send out resources or a summary of the event – do it in a timely manner Stay in your lane – speak to Landcare activities and nature-based solutions and refer people to the relevant emergency & disaster agencies for other questions / issues
Well-planned and run	Respect people's time by doing what you can beforehand, so that the event / activity runs smoothly and on time. Where relevant, communicate clearly and keep people updated, if circumstances change

PRINCIPLE	LOOKS LIKE
People's experience of the activities/events	
Engaging	Keep your event/activity interesting/varied and purposeful Avoid death by PowerPoint – by planning interactive and engaging activities Have multiple presenters so you don't have one person talking at people for long periods Test your language and design with someone unfamiliar with Landcare "language" to avoid using jargon and terms people may not understand
Useful / Practical	Participants should leave feeling like they have gained something useful or practical. Practical workshops are an obvious example, but even information-sharing, or awareness-building activities could have a "takeaway" for participants that is practical and useful – even if it is a list of links to useful sites or a template for RFS' Bushfire Preparedness plan
Informative & easy to understand	Hold your audience in mind when preparing for events/activities – use everyday language, focus on practical information rather than scientific detail, explain the jargon/terminology (if you use it) and check in with people that it's making sense
Empowering & Supportive	Design your activities to build people's agency and belief in their capacity to "do" something to increase their disaster resilience Be real about the dire predictions and why disaster preparedness is increasingly important, but don't make it your whole message – instead focus on practical things that people can do and how they can do it (rather than what is beyond their control). Share stories of ways other communities and groups have taken positive action and how it has helped.
Culturally safe	Where possible, engage from diverse communities and First Nations groups at the design stage, to ensure that activities and events are culturally safe and responsive. And if you're not sure about something – ask. Start your events with an Acknowledgement of Country
Psychologically safe	To ensure that your events/activities are psychologically safe for all participants, articulate basic expectations about how people will interact with each other and that if someone does not meet those expectations they may be asked to leave, to allow other participants to feel comfortable participating. For many communities, natural disasters have been traumatic throughout the past decade and disaster resilience can be a triggering topic. Be sensitive to the local context, openly acknowledge (and normalise) impacts on mental health and wellbeing, let people know it is fine to leave the sessions if they feel they need to and have details of local services available to share, if appropriate.

Planning an engagement activity

To get the most from the investment of your time and energy into a community engagement activity, make sure you are clear about your WHY, WHAT, HOW, WHERE, WHEN and most importantly, for and with WHO.

Below is a list of engagement elements and questions to consider when designing your community engagement activities.

Landcare planning template

ENGAGEMENT ELEMENT	QUESTIONS TO CONSIDER
PURPOSE	• What is the local need you'll address by hosting this event / activity? • What is the specific question you're aiming to answer? i.e. what can local landholders do to make their properties more bushfire resilient? • How will this engagement activity do that?
TARGET AUDIENCE	• Who is your target audience? • Who are you aiming to attract to your event / activity? TIP: children can be a powerful influence for change in families – targeting information / activities to children can be very effective • Are they engaged or disengaged with the issues? • How will you communicate with the target audience? • How will you promote your activity and through which channels?
FORMAT and FREQUENCY	Your purpose and audience should guide the format of your engagement • What issue are we aiming to address? • What events / activities are most likely to attract our target audience? e.g. is your purpose to • build awareness & share information • encourage and enable individual action • bring together a group to co-create solutions to a local concern? • Will this be a one-off event? • Or a series of events / activities / opportunities?
LOCAL CONTEXT	• What is going on in your community right now? ie. is it harvest time? school holidays? • What's coming up? ie. is bushfire season approaching? • What is already happening in this space ? • What are people most concerned about? • If you're not sure, consider co-designing your approach with some members of your target audience? See Section 4 AND • What history and recent experience does your community have with this topic? (ie. natural disasters?) • Consider mental health and wellbeing and supports / resources that may be appropriate See Local Design Considerations below
THE OFFER (WIFM)	• What are you offering participants? • What will they gain? What's in it for me (WIFM)? • What practical tools and tips can participants take away with them?
THE OUTCOMES you hope to see	• What do you hope to achieve through the activity? • Specific outcomes / changes in behaviour? • How will you know if it's happened? • What will you see / hear? For tools to help you measure your outcomes see section 7
INVOLVING OTHERS	What other organisations would bring valuable content / add to the appeal of the activity? • Other local agencies / organisations / groups ie. Local disaster agencies (RFS / SES) • Subject Matter Experts • Other Landcare groups

ENGAGEMENT ELEMENT	QUESTIONS TO CONSIDER
WHAT TO CONSIDER WHEN DECIDING ON THE TYPE OF ENGAGEMENT ACTIVITY	Guided by your purpose, audience, local context, and the outcomes you want to see, consider: • What are the most effective ways to get the target audience involved? • What are the best ways to deliver the content? • What is relevant from the evidence about behaviour change? • Does it need to be in person? • Does it need to be a public event? • How formal or informal can it be? • Is there an obvious venue / location to hold the event? • Are there other community events coming up? Could you piggy-back on those? • Do you have funds / resources to invest in the activity or is it unfunded? • Are there other volunteers interested in supporting? • Has another group delivered a similar activity recently? What can we learn from their experiences? Do they have resources we can use? See the section below for the recommended engagement method for the size of the group
TYPES OF ENGAGEMENT ACTIVITY	Your purpose, target audience and likely number of participants should guide your choice of engagement activity. The following examples come from the People Led Prevention Project on disaster resilience. Tools and tips for these engagement methods are provided in the following sections. • Kitchen table conversations (6-8 participants) • Hosting & facilitating workshops (20-30 (max) participants with 1 facilitator, 30+ participants with 2 facilitators) • Markets (100 + people, min 2 facilitators) • Regional Field Day / Event (200+, min 2 facilitators) • Creating written / visual / audio resources (unlimited)
PARTICIPANT RESOURCES / TOOLS	• What resources / tools do we need for participants – during the activity and to take away? • Are the links to tools online we can share? • Do we need to print paper copies? • Are there tools from other agencies ie RFS / SES Disaster Preparedness Plans • Do we need to create a local version of a tool?
ACTIVITY / EVENT LOGISTICS	Depending on your chosen engagement method, consider the logistics: • When to schedule it – day / time • Length / duration of activity • Where to hold the activity? • In person – venue / location / size etc • Online – when most likely to suit people (evenings?) Platform (teams / zoom) Easy to follow instructions • Registrations – do you need to know how many people are coming? • Catering – are you offering coffee / tea / afternoon / morning tea • Equipment – what equipment will you need? • Take-home tools / resources – what do you want participants to take away? • Weather contingencies – if the activity is outdoors- do you have a wet weather plan? • Smooth running – who will be in charge of logistics for the activity /event TIP: whenever possible assign this to someone who is NOT the host or a presenter

Workshop Planning Template

Workshop Title:

[Title of the Workshop]

Workshop Objectives:

Clearly define the objectives of the workshop, such as:

To educate participants on [topic]

To facilitate discussions and idea generation around [topic]

To gather feedback and input from participants on [topic]

To develop strategies or action plans related to [topic]

Target Audience:

Identify the intended audience for the workshop, such as:

Community members

Stakeholders

Experts in the field

Project team members

Workshop Date and Time:

Specify the proposed date and time for the workshop, taking into consideration the availability of participants and relevant stakeholders.

Workshop Duration:

Define the estimated duration for the workshop, keeping in mind the nature of the discussions and activities.

Workshop Location/Venue:

Determine the proposed location for the workshop, considering accessibility and convenience for the participants.

Workshop Agenda:

Provide a high-level overview of the workshop agenda, including key activities and discussions. This can be in the form of bullet points or a brief description.

Workshop Facilitators:

Specify the facilitators who will lead and guide the workshop, ensuring they have the necessary expertise and knowledge in the topic area.

Workshop Materials and Resources:

Identify any specific materials or resources required for the workshop, such as presentation slides, handouts, flip charts, or audiovisual equipment.

Expected Outcomes:

Outline the expected outcomes or deliverables from the workshop, such as:

Action items or next steps identified during the discussions

Key insights and recommendations gathered from participants

Strategies or plans developed during the workshop

Workshop Evaluation:

Describe the method or approach for evaluating the workshop's effectiveness, such as participant feedback surveys or post-workshop assessments.

Follow-up Actions:

Identify any follow-up actions that will be taken based on the outcomes of the workshop, such as reporting to the funding body or implementing action plans.

New Event Checklist

Last updated:

Who's event:

	Task	Detail	Responsible person/org	Confirmed/ completed by
1	Event Partners			
2	Event Sponsors			
3	Event Name			
4	Event Date & Time			
5	Venue/location			
6	Speakers			
7	Event Catering			
7a	Who are the Service crew members?			
8	Flyer design- Canva			
9	Flyer distribution. Where will you send it?			
10	Media- Press Release			
11	Social Media			
12	How will you get people to apply to the event? eg Eventbrite listing			
13	Event insurance* Will it be under (insert Landcare group) or the organisations insurance?			
14	Is equipment hire needed?			
15	What promotional equipment is needed? eg banners, tablecloths			
16	Other equipment you need to take on the day? eg laptop, projector, speakers			
17	Are there risks? Do you need to do a risk assessment?			
18	Is the venue clean? Does it need cleaning?			
19	What is the capacity of the event/how many people can come? How many people do the project people want there.			

	Task	Detail	Responsible person/org	Confirmed/ completed by
20	Can you take photos? Do you have permission to put the photos eg online, promotional etc			
21	Contractor forms. You must do a form for people that are working with you closely- paid or unpaid they must do one.			
22	Guest list of who is coming			
23	Sign in sheet for the day			
24	First aid kit			
25	Who is taking pictures?			
26	Do you need to take resources on the day?			
27	Is a staff member going with you?If not, who are you going to check in with when you get there and get home?			
28	Event insurance*			
29	Who will help you pack down? Do you need help?			
30	After event what do you need to remember? - Put all information under project code eg flyer, info, sign in list etc - make a case study - send the relevant info to the funding body to put on the website/newsletter - follow up with anyone who had questions at the workshop - put content on Facebook/website			

*For more info on insurance click this link INSURANCE- Landcare NSW

Event Flyer Inclusions

- Name of Event
- What will happen at the event
- When – date
- Times
- Where – location
- Guest speaker or information
- Sponsors
- Event organisers
- Photo and colour.

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Conversation points about how Landcare supports disaster resilience in local communities

Communicating clearly with community members about the ways that Landcare supports disaster resilience is a key element of community engagement and encouraging behaviour change.

The information below has been designed as a starting point for conversations with your community.

Landcare and Nature-Based Solutions

As climate change intensifies, the frequency, severity, and impact of natural disasters are increasing, leading to devastating losses of life, injuries, and economic damages.

The International Union for Conservation of Nature (IUCN) highlights in their paper, "Nature-Based Solutions to Disasters," the crucial role that nature-based solutions play in disaster risk reduction.

Nature-based solutions such as conserving forests, wetlands, and coral reefs, are cost-effective, sustainable, and resilient methods to help communities prepare for, cope with, and recover from disasters.

Unlike conventional engineering measures, natural infrastructures provide a no-regret strategy that not only reduces immediate risks but also supports long-term ecological health and community resilience.

Forests and other vegetative cover stabilize slopes and reduce landslide risks, while wetlands regulate flooding. Coastal vegetation, sand dunes, and mangroves protect against storm surges and cyclones. Healthy coral reefs reduce wave energy during coastal storms, minimizing coastal damage.

Evidence of the effectiveness of these solutions is compelling.

The urgent need for greater investment in nature-based solutions is clear, as they offer a dual benefit of disaster risk reduction and environmental conservation.

What role does Landcare have in supporting disaster resilience?

- Landcare has an important role to play in supporting disaster resilience in local communities. Landcare and nature-based approaches can significantly reduce environmental risks through nature-based solutions.

- Local Landcare groups can promote awareness about nature-based systems for managing natural disaster risks. such as examples of successful landcare projects include:
  - Using fire to reduce bushfire risk.
  - Flood mitigation through strategic revegetation and tree planting.
  - Landscaping/Garden design to reduce bushfire risk.
  - Landscaping/Garden design to reduce flood and storm risk.
  - Landscaping to reduce landslip risk.
  - Plant species selection and bushfire risk.
  - Revegetation to increase riverbank stabilisation and reduce erosion risks.
  - The role of vegetation in reducing heatwave impacts (to people and farm animals).
  - Preparing/cleaning up to prevent and reduce disaster risks.
  - Livestock management in disasters.
  - Farm plans for natural hazards.

- Because Local Landcare Networks are part of their local communities, our members know the people, places and land, and can respond to the needs and risks of the local context and environment.

- Local Landcare Networks can link with other local agencies, including emergency management and disaster response agencies. Landcare's work complements the existing Disaster Preparedness tools and approaches of SES and RFS.

- Through Landcare NSW networks with key regional and state-wide agencies, issues can be escalated beyond the local level, when required.

- Landcares across the state are integrating disaster resilience activities into everyday work, with local Landcare projects directed to prevention and risk mitigation for natural disasters (bushfire, floods, landslips, heatwaves, storms) in consultation with local communities and disaster agencies.

- Landcare's fun and accessible community engagement activities can attract and engage people who may not otherwise be engaged with disaster preparedness. Through a range of community activities, Landcare can help householders and landowners grow their understanding of natural hazard risks and provides practical tools to be used to actively prepare and mitigate risk on their own properties.

Example: Having conversations about disaster resilience at Sydney Markets

Having a stall at a community market is an excellent way to break into a community and get people talking about preparedness across all disaster types. The NW Sydney Landcare PLP project found that a market stall attracted many individuals who would otherwise not have attended specific disaster preparedness events, but since they were at the market- they could spare 20 minutes to make their disaster preparedness plan and learn something new, while they had lunch or while their children played.

What's disaster resilience?

The Australian National Disaster Risk Reduction Framework uses the United Nations Office for Disaster Risk Reduction definition of disaster resilience:

the ability to resist, absorb, accommodate, adapt to, transform and recover from the effects of a hazard.

What's the definition of a natural disaster?

Natural disasters are any natural event that has an adverse impact on communities. What makes an event a disaster is generally its impact on people, infrastructure, primary production or the economy. In Australia, natural disasters can be declared by various authorities, to fast-track assistance and recovery actions.

In Australia, most natural disasters are weather-related and include:

- Storm related events (cyclones, wind, hail, lightning induced fires)
- Droughts
- Fires
- Catastrophic erosion and slumping (river and beach erosion and landslips)
- Floods
- Heatwaves

The last decade of extreme weather and declared natural disasters seem to support climate change modelling that indicates- it's almost certain that most parts of NSW will suffer more frequent and more intense natural disasters, including:

- Higher temperatures
- Longer, more severe droughts
- More frequent flooding
- More frequent fires, more wildfire and longer fire risk seasons
- Greater water deficits
- Heavier rainstorms
- More high wind events
- Marine heatwaves
- Increased broadacre, river, beach erosion and landslips
- Increased temperature in rivers and more intermittent flows
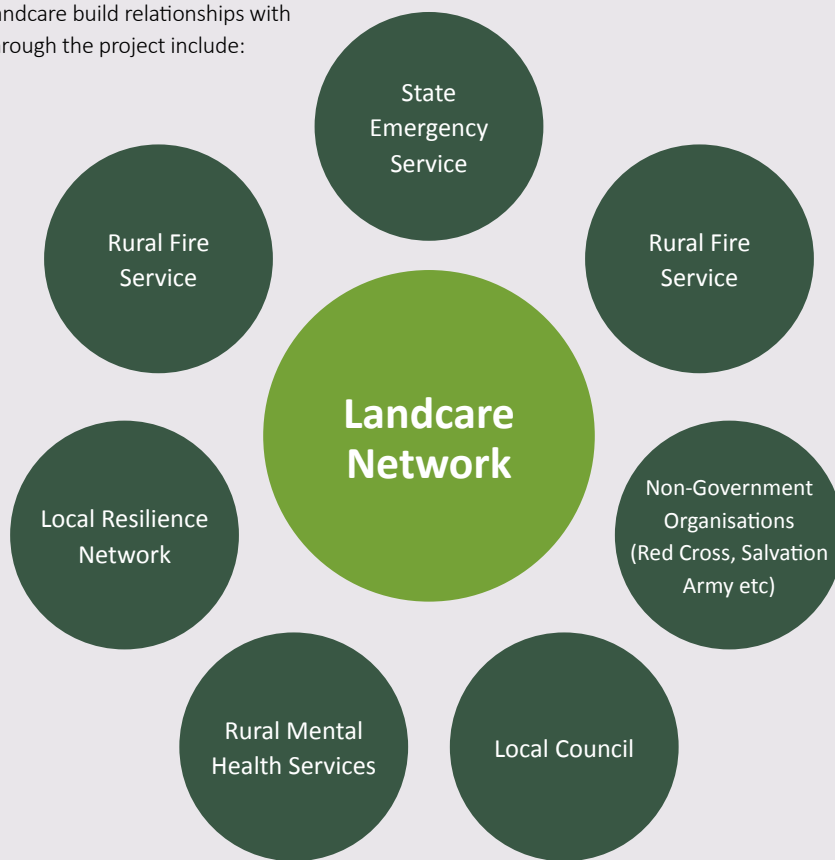- Increased impacts from pathogens and pest species

Understanding your local disaster resilience landscape

In your local disaster resilience landscape, there will be both volunteers and paid professional staff who are part of the disaster preparedness and emergency management agencies, as well as Landcare groups. Landcare members often wear multiple 'hats' working for and volunteering with organisations RFS, SES, Local Land Services Boards/ committees. These members can be a source of local insights and intelligence about the local disaster resilience landscape.

For Example, The Landcare NSW People Led Prevention project demonstrated the value of knowing your local contacts in the natural hazard space for the ease and effectiveness of designing and delivering disaster preparedness activities. There is a lot of expertise sitting across multiple organisations that can help with engaging and informative community activities.

Landcare NSW has built relationships and partnerships with disaster agencies at the local, regional and statewide levels through the People Led Prevention project, enabling collaboration and coordinated efforts, and support for innovative and localised approaches to disaster preparedness in communities.

Some of the key organisations that Landcare build relationships with through the project include:

- State Emergency Service
- Rural Fire Service
- Non-Government Organisations (Red Cross, Salvation Army etc)
- Local Council
- Rural Mental Health Services
- Local Resilience Network
- Rural Fire Service

Landcare Network

Strengthening Landcare's role in the local disaster resilience landscape

Through the People Led Prevention project, Landcare NSW confirmed that there is an important role for local Landcare groups , as a facilitator and connector between communities and disaster agencies at a local and regional level, to strengthen disaster resilience in communities.

Trust in Landcare's brand as a "go to" for environmental information, the strength and breadth of the local networks who reach wide audiences along with Landcare's nature-based solutions, makes Landcare a key player in community preparedness and planning, in rural and remote communities.

Engagement strategies for involving emergency services & other key stakeholders

There are a range of engagement strategies and tools that Landcare Networks can use to understand their local disaster resilience landscape and build relationships and partnerships with key "players".

Relationships and Partnerships

Learnings from the People Led Prevention project confirmed that Landcare can orchestrate new partnerships, strengthen existing regional networks and take up a strong co-ordination role on the ground with key emergency management agencies focussing on preparation and preparedness. In some cases, there wasn't an existing relationship between Landcare and local Emergency Management Services and over the project these local relationships were built and will remain a legacy. There is a shared interest in landscape restoration, the planning of local works, access to the people in the Landcare network.

Good working relationships and partnerships take time, effort and maintenance, and tend to have the following characteristics:

- Trust: The ability to trust your organisational partners and staff and feel that you can rely on them is important when building relationships.

- Acceptance: Acceptance and understanding of one another and your role in the system or landscape is an important element.

- Open communication: Open communication is crucial to any relationship, including a partnership. One of the first steps toward a working relationship is encouraging open communication, asking questions and keeping in touch regularly.

- Cultivating and nurturing: like all relationships, working relationships require attention and care. Sharing the role of "relationship manager" among your Landcare Network staff and committee can help share the load.

Case Study

North Coast Burn Management Plan

Landcare worked with the residents of West Street who wanted to work together to develop a Burn Management Plan for the bushland backing onto their properties. The group wanted to use Jagun Allian Cultural Fire Practitioner, along with the Yaegl Traditional Owners Group Ranger Team to develop the Burn Management Plan and carry out the burning activity.

The Local Landcare team planned a workshop and engaged with the local RFS and local Council to be involved in supporting the residents to be better prepared for fire. Clarence Valley Council offered a council managed Crown Land estate for on-site survey and assessment of the property as part of the workshop.

The participants approached the Council delegate at the workshop with a proposal to use the Crown Land estate to test and assess different methods, to inform long-term practice. The group wanted to have one part done under a cultural burning method, have another part completely left untouched, and another part to have fuel management performed under RFS Hazard Reduction method.

Through this project, the Crown land property is now being as a Fire Management training ground for local Aboriginal Fire Practitioners.

Tools to map your local disaster resilience landscape

Actor Mapping

An actor map is a visual depiction of the key organisations and/or individuals that make up a local landscape or system, including those directly affected and those whose actions influence the landscape system. Actor maps are sometimes referred to as stakeholder maps; however, given that important influencers (e.g., government) are not always stakeholders in an initiative, we use the more inclusive term "actor maps".

How can actor mapping help support your project?

Actor mapping is a great activity to do with a group of community members and helps you to build a detailed picture of the people and organisations who are part of your local disaster resilience landscape. Actor mapping can help you to see different layers and identify important actors that you may not have thought of.

Specifically – the process of Actor Mapping enables you to map:

Context

- Understand general landscape (e.g., key actors, organizations, initiatives)

Connections

- Determine who needs to be involved
- Explore various actors' roles in the system
- Diagnose the strength of connections among actors
- Consider how relationships, roles, or information flows are changing

Patterns

- Determine where the energy is in the system and where there are gaps or blockages
- Understand how structures are changing

Perspectives

- Consider who is, has been, or should be involved
- Identify opportunities to build new relationships and explore other parts of the system

Example of Actors in a Landcare Disaster Resilience Project:

Local Level	Regional Level
Local Landcare Group	Local Landcare Resilience Officer
Landcare Members	Landcare Network (Host)
Workshop Participants	Local Council
General Public	Rural Fire Services
Other community groups (CWA, School P&F, Hall Committees)	State Emergency Services
	Local Land Services
	Rural Adversity and Mental Health Program
	Farm Gate
	Resilience Networks
	Inter-Agency Committees
	Recovery Networks

A facilitators guide and templates for actor mapping can be accessed here.
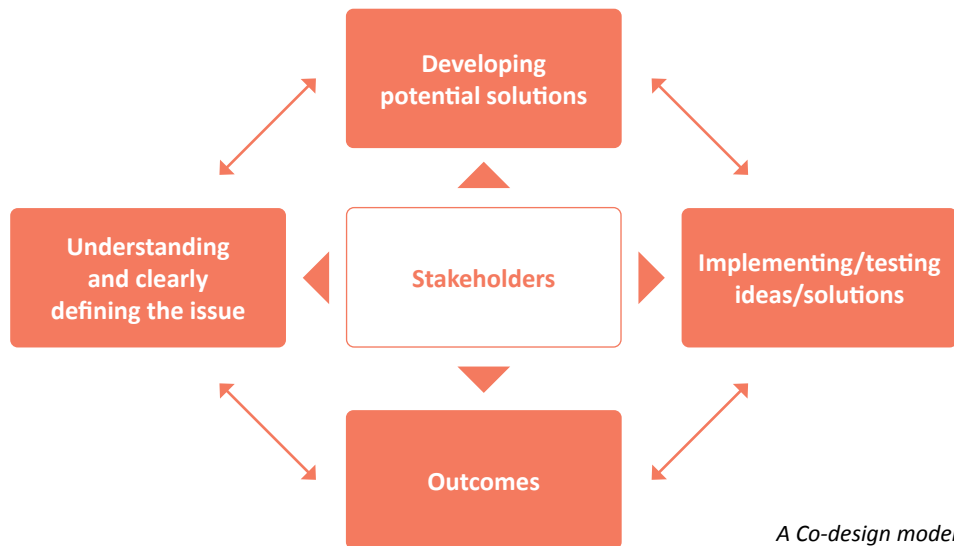
Co-designing with your community

What is Co-Design?

Co-design means designing WITH people (and not for them). Landcare's collaborative approach to working with communities is naturally aligned with the principles of co-design.

The terms co-design and co-creation are often used interchangeably. In simple terms: co-design is about collaboratively designing (services / activities) with people, co-creation is both co-design and co-production (collaboratively delivering services / activities together with people).

Often, we think of co-design as a formal process undertaken with an invited group (in a workshop). However, co-design can happen with an individual and can also happen informally. For example in the Landcare NSW's People Led Prevention project both formal and informal co-design approaches were used successfully.

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                    ┌──────────────────────┐
                    │   Developing         │
                    │ potential solutions  │
                    └──────────────────────┘
  ┌────────────────┐     ┌─────────────┐     ┌──────────────────────┐
  │ Understanding  │     │             │     │ Implementing/testing │
  │ and clearly    │ ◄── │ Stakeholders│ ──► │ ideas/solutions      │
  │ defining the   │     │             │     │                      │
  │ issue          │     └─────────────┘     └──────────────────────┘
  └────────────────┘
                    ┌──────────────────────┐
                    │      Outcomes        │
                    └──────────────────────┘
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A Co-design model

Why use a co-design approach?

Co-design brings together lived experience, lived expertise and professional experience to learn from each other and make things better - by design.

Designing "with" people and communities increases the likelihood of success, positive outcomes and sustained change. In designing activities to encourage long-term behaviour change, involving people in the design of solutions is

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CASE STUDY
Using a formal co-design approach

In the early stages of the People Lead Prevention Project pilot Landcare NSW used a "formal" co-design approach at the state level. Through a facilitated co-design workshop with the three pilot regions, the group developed an agreed way to deploy the project to the regions.

Each pilot region then held their own regional co-design workshop to determine the key topics of interest, preferred delivery methods and surface local contextual information that needed to be incorporated into the planning of regional delivery.

Using co-design approaches achieved a number of positive outcomes, including:

- Involving regions in the project deployment planning, built buy-in from all regions to the overall project approach
- Regional co-design enabled the development of locally relevant and responsive projects, to meet the needs of local communities. As we know, communities can have very different priorities and face different natural hazards.
- Regional co-design was also important to allow the pilot project to respond to the different circumstances and contexts of each area. (See the case study below)

CASE STUDY
Using an informal co-design approach

Sometimes the community doesn't have the bandwidth for formal co-design workshops. In this situation taking an informal and individual approach can be more effective. This may look like 1:1 community listening to gather thoughts, ideas and local intelligence from community members.

In the People Lead Prevention Project Pilot, the North Coast region had been heavily impacted by compounding Natural Disaster events over the last few years. From drought, pests (locusts and mice), Covid, wildfires, floods, landslips and cane toads. Given this local context, it was important that the North Coast project lead had good emotional intelligence and a deep understanding of the local environment and communities.

The project lead found that informal co-design approaches worked well. Being willing and able to listen to the community members and hear their stories, along with having an ear to the ground to hear about services and funding that had been going to those communities, meant they were able to meet the community where it was at.

This informal co-design approach meant that the project lead was able to design practical activities that maximized community engagement, using a range of techniques like:

- engaging via established community connection opportunities
- holding standalone workshops around practical nature-based solutions to minimise impacts to the landscape
- having information available at markets and stalls

The outcome of taking this informal co-design approach was that engagement with the project was high, despite fatigue and competing demands for time and energy.

Co-design tools and tips

The NSW Council of Social Services has developed a useful Co-design Toolkit, to support best practice co-design processes that are:

INCLUSIVE – The process includes representatives from critical stakeholder groups who are involved in the co-design project from framing the issue to developing and testing solutions. It utilises feedback, advice and decisions from people with lived or work experience, and the knowledge, experience and skills of experts in the field.

RESPECTFUL – All participants are seen as experts and their input is valued and has equal standing. Strategies are used to remove potential or perceived inequality. Partners manage their own and others' feelings in the interest of the process. Co-design requires everyone to negotiate personal and practical understandings at the expense of differences.

PARTICIPATIVE – The process itself is open, empathetic and responsive. Co-design uses a series of conversations and activities where dialogue and engagement generate new, shared meanings based on expert knowledge and lived experience. Major themes can be extracted and used as the basis for codesigned solutions. All participants are responsible for the effectiveness of the process. Iterative – Ideas and solutions are continually tested and evaluated with the participants. Changes and adaptations are a natural part of the process, trialling possibilities and insights as they emerge, taking risks and allowing for failure. This process is also used to fine-tune potential outcomes or solutions as it reaches fruition and can later be used to evaluate its effectiveness.

OUTCOMES FOCUSED – The process can be used to create, redesign or evaluate services, systems or products. It is designed to achieve an outcome or series of outcomes, where the potential solutions can be rapidly tested, effectiveness measured and where the spreading or scaling of these solutions can be developed with stakeholders and in context.

You may notice that these principles are echoed in the Design Principles for community activities

PEOPLE LED PREVENTION PROJECT

Methods template - Co-design

Description

Co-design means designing with, not for, people. The terms co-design and co-creation are today often confused and/or treated synonymously with one another. Co-Design is about collaboratively designing services with service-users, service-deliverers and service-procurers. Co-Creation is the process of engaging in both co-design and co-production (collaboratively delivering services in an equal and reciprocal relationships)

The move from user-centered design to co-designing is having an impact on the roles of the players in the design process [1]. In co-design, the person who will eventually be served through the design process is given the position of 'expert of his/her experience', and plays a large role in knowledge development, idea generation and concept development. That is, those with lived experience and knowledge of the problem are involved in the solution. Any research is to support the "expert of his/her experience" by providing tools for ideation and expression. The role of the research is often similar to or part of the role of facilitation. They are bringing people into the design process in the ways most conducive to their ability to participate. The designer still plays a critical role in giving form to the ideas through tools for ideation, but "users" play co-creating roles throughout the design process.

Put simple, co-design is the act of creating with stakeholders. For example, in a social services context, co-design is about designing and delivering community services in a partnership – an equal and reciprocal relationship – between funders, service providers and the people using services (and often their carers, families and others in their community.) In this context, co-design requires convening diverse actors from across the system- government agencies, service providers, service users and others.

Co-design can occur at different levels [2]:

- Individual level: for example in the development of individualised support plans actively involving the person who requires assistance, their family/carers, service providers and other stakeholders.
- Program level: involving design or redesign of a specific program which will often only involve one funder/ procuring agency but may involve consumers and more than one service provider.
- Place based level: focusing on a location, e.g. community, town, or region and consideration is given to how best to design services comprehensively for the relevant population of that location. This may involve multiple funders, service providers and programs, as well as a wide range of service users and other stakeholders.
- System level: It is arguable that the greatest opportunity for major transformational change occurs where the design process considers the best way of delivering services at a whole of system level. This may involve multiple levels of government, numerous agencies, communities and individuals and involve development of innovative solutions to current and future issues, removing current siloed approaches where these exist [2].

Accessibility Considerations: Activities related to co-design may require participants to read and interpret information from a large wall of contributions, and to move about the space. This may be challenging for visually impaired participants, or those with lower levels of literacy and cognitive capacity- a dedicated role to read aloud for the visually impaired participant would be helpful or someone to support efforts for sensemaking. It is always important to ensure there is ample room for participants to move around, in order to support those with mobility difficulties.

Output: The output from the co-design approach will vary depending on the method used. Examples may include empathy or journey maps, or service design blueprints.

This is an Approach: a broadest set of activity, with the loosest defined procedure. It often is indicated by a Framework or Concepts, and can involve multiple methods and processes, and is often applied over many sessions, and the group of people can change over time.

Resources > medium cost, medium resources, high skill, high time

Additional Readings:

WACOSS, 2017. The WACOSS Co-Design Toolkit: https://www.wacoss.org.au/wp-content/uploads/2017/07/co-design-toolkit-combined-2-1.pdf

ACI, 2019. A Guide to Build Co design Capability, NSW Agency for Clinical Innovation (ACI). https://www.aci.health.nsw.gov.au/__data/assets/pdf_file/0013/502240/Guide-Build-Codesign-Capability.pdf

Outcomes

- Meaningful and impactful solutions to real problems
- New innovations as a result of interactions between various actors who (re)combine knowledge from different sources to achieve positive novel changes in a particular situation
- New knowledge generation, enabled by processes of networking and interactive learning

When and Why Do I Use This

As an approach, co-design belongs at every stage of the process. It can be required when:

- Co-designing the process (not just the solution)
- Developing a shared understanding of the system
- Collectively reframing the challenge
- Identifying leverage points
- Co-creating the solutions
- Build the capability to test, build and scale
- Creating the conditions for ongoing collaboration

Facilitation Guide

Resources:

- This will depend on the methods used. There are a whole range of methods and practical tools that can be used to enable participation, collaboration and creative thinking. This can include things like empathy and journey mapping.

Time Required:

- Can involve multiple methods and processes, and is often applied over many sessions, and the group of people can change over time.

Preparation

- This will depend on the methods used.

[Group] Process

Co-design is an approach not a single method. There are a whole range of methods and practical tools that can be used to enable participation, collaboration and creative thinking. This can include things like empathy and journey mapping.

The key is to ensure that the approach fits with the principles of co-design [1, 4, 5]. These include:

- Clarity of purpose
- Outcomes focused
- Inclusiveness
- Equal Partnership
- Empathy
- Respect and Trust
- Data-Driven
- Comprehensive
- On-Going

It also requires the right enabling conditions to work. It may require:

- Trust building processes – taking the time to build mutual trust
- Guiding principles and philosophies – for how you will work together
- Transparency – around process and aspects such as intellectual property and providing feedback
- Governance structures- for reaching agreement on collaborative activities and for conflict resolution
- Shared accountability – for ensuring that all partners have a degree of results-based accountability

To get started, take a look at the co-design canvas developed by Paper Giant. It can serve as a planning tool and will prompt you to consider how your process is going to be: outcomes-focused; inclusive; participative; respectful and adaptive [4].

Reflection Questions

- Is there an understanding of the common barriers to using a co-design method and an active commitment to address them?
- How will power imbalances be explored and addressed in the process?
- How can you help to create the space and time for participants to take part in different and inclusive ways?
- How will you ensure that everyone's contributions are acknowledged and valued beyond the co-design process?

References

[1] Sanders and Stappers, 2008. Co-creation and the new landscapes of design. (https://studiolab.ide.tudelft.nl/manila/gems/contextmapping/PreprintDraft.pdf

[2] WACOSS, 2017. The WACOSS Co-Design Toolkit

https://www.wacoss.org.au/wp-content/uploads/2017/07/co-design-toolkit-combined-2-1.pdf

[3] WACOSS, 2017. The co-design process in more detail.

https://wacoss.org.au/wp-content/uploads/2017/07/Tool-7-The-Co-Design-Process-in-more-detail.pdf

[4] Paper Giant, 2019. Co-design principles canvas: https://www.papergiant.net/wp-content/uploads/2019/03/PaperGiant-Co-design-principles-canvas.pdf

[5] ACI, 2019. A Guide to Build Co design Capability, NSW Agency for Clinical Innovation (ACI). https://www.aci.health.nsw.gov.au/__data/assets/pdf_file/0013/502240/Guide-Build-Codesign-Capability.pdf

Principles of Co-design

Co-design is increasingly being used by both government and the community sector to describe a range of activities and processes used in the design of services and products that involve people who use or are affected by that service or product. However there is a lack of consistency in how it is used and what it means in practice.

If co-design is to be effective there needs to be agreement on what it is and how it works. This paper presents the community sector's perspective on what we have identified as the key elements of co design. Its purpose is to support:

- NSW Government agencies using co-design processes in their work with the community sector and their clients
- the community sector using co-design to inform and improve the services they deliver.

Developing potential solutions

Understanding and clearly defining the issue

Stakeholders

Implementing/testing ideas/solutions

Outcomes
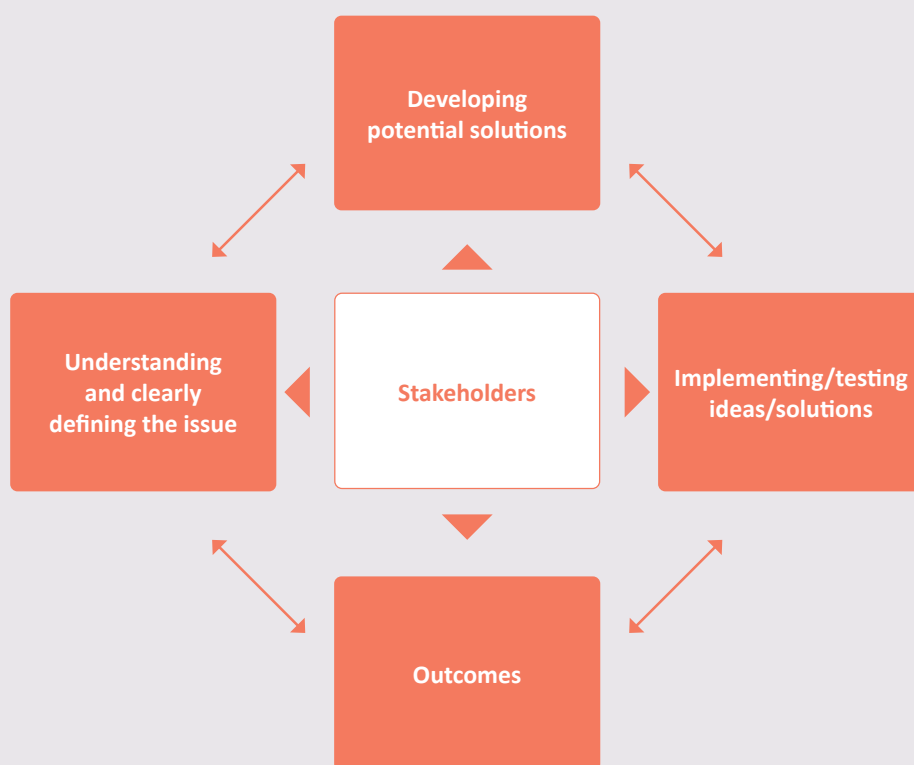
What is it?

Co-design is a process not an event. It is also known as generative design, co-creation, participatory design or co-operative design. Co-production may also be used but it is more about the delivery rather than the design aspects of the process.

Co-design originally referred to a process involving customers and users of products or services in their development. It combines generative or exploratory research, which helps to define the problem that requires a solution, with developmental design.

The community services sector has adapted co-design to combine lived experience and professional expertise to identify and create an outcome or product. It builds on engagement processes such as social democracy and community development where all critical stakeholders, from experts to end users, are encouraged to participate and are respected as equal partners sharing expertise in the design of services and products.

When and how is it used?

Co-design can be used to create, redevelop and evaluate a product, service or system. It can be applied to anything from an app to improve people's accessibility, to major community service reform processes. It is not the answer for everything but can be effective when responding to complex issues.

It is not a linear process and cannot be rushed. There are no step-by-step procedures or checklists. The process is as variable as the problems it aims to address, reflecting the issues and the needs of the people it involves. It requires a commitment to create change.

Co-design starts with aspirations, identifying the shared values or common good rather than agendas and solutions. Ideally it includes three phases: understanding and clearly defining the issue; developing potential solutions and testing these ideas. The process is cyclical rather than sequential and may require reassessing or change at any point in the process.

Partners can move between the different phases or work in them at the same time as they participate in a series of conversations and activities that generate new, shared meanings drawn from expert knowledge and lived experience. The process aims to change the mindsets and behaviour of the partners, encouraging and supporting innovative processes and solutions as they work to identify the "sweet spot" where change can evolve.

It invites partners to enter situations where what people say, how the process is structured and what outcomes are possible and appropriate are unlikely to be predetermined. The process targets new ways of understanding the issue, and then jointly develops and tests solutions to understand what works.

Evaluation of the outcomes is an essential part of the process. It shapes the way the process is structured and resourced, ensuring it is reflective and adaptive as much as it is generative.

It is more than a consultation process. Everyone is sees as an expert in their domain and as such has something to offer in the design of products and solutions.

Principles of Co-design

Inclusive – The process includes representatives from critical stakeholder groups who are involved in the co-design project from framing the issue to developing and testing solutions. It utilises feedback, advice and decisions from people with lived or work experience, and the knowledge, experience and skills of experts in the field.

Respectful – All participants are seen as experts and their input is valued and has equal standing. Strategies are used to remove potential or perceived inequality. Partners manage their own and others' feelings in the interest of the process. Co-design requires everyone to negotiate personal and practical understandings at the expense of differences.

Participative – The process itself is open, empathetic and responsive. Co-design uses a series of conversations and activities where dialogue and engagement generate new, shared meanings based on expert knowledge and lived experience. Major themes can be extracted and used as the basis for co designed solutions. All participants are responsible for the effectiveness of the process.

Iterative – Ideas and solutions are continually tested and evaluated with the participants. Changes and adaptations are a natural part of the process, trialling possibilities and insights as they emerge, taking risks and allowing for failure. This process is also used to fine-tune potential outcomes or solutions as it reaches fruition and can later be used to evaluate its effectiveness.

Outcomes focused – The process can be used to create, redesign or evaluate services, systems or products. It is designed to achieve an outcome or series of outcomes, where the potential solutions can be rapidly tested, effectiveness measured and where the spreading or scaling of these solutions can be developed with stakeholders and in context.

The Co-Design Principles came out of the Fair Deal Forum in November 2016 with input from the participants and Dr Ingrid Burkett (The Australian Centre for Social Innovation).

Who participates?

Co-design involves the people who are likely to be impacted by or will benefit from the process and/or the outcome, either directly or indirectly. It can include clients, their carers, community members, researchers, consultants, and staff from funding bodies (both government and non-government), peak bodies, potential or actual service providers, etc.

Feedback and stories of change

How do you know whether your efforts made a difference? How do you know whether your project / activity achieved the outcomes you hoped it would? "Impact Measurement and Evaluation" can sound complicated and hard. It doesn't have to be.

You can use some few simple ways to collect feedback about your activities and capture the anecdotal stories of change, giving you the data you need to understand the impacts of your efforts.

What questions do you ask?

Sometimes knowing where to start is the hardest part. If you're stuck, go back to your original activity design and planning, and look again at the outcomes you identified before you started.

Use your answers to help you design the right questions to ask that will give you information about the difference your activity or project made. (Depending on the length and complexity of your project, the questions may be different at different stages).

For example, questions used to evaluate the impact of the People Led Prevention Project included:

- How many people were engaged in the project?
- Did participants gain more knowledge and understanding of disaster risk and ways to prepare?
- Did the Landcare groups and networks catalyse discussion and knowledge sharing with the provision of resources and information on nature-based solutions during and after the project?
- Did the participants prepare plans and were these completed?
- What was the most significant change that came out of the project?

THE OUTCOMES you hope to see	• What do you hope to achieve through the activity?
	• Specific outcomes / changes in behavior?
	• How will you know if it's happened?
	• What will you see / hear?

How do you get answers to those questions? (Data collection methods)

Once you are clear about the questions you want to answer, you then choose your data collection approach and tools. There are two main types of data that we use to understand impact (and often we use a mix of both to give us the best picture):

Quantitative data collection is focused on several things and can demonstrate the reach of your activities – like the number of people involved. (These are commonly how many, how often, how much? questions.) If you set targets at the outset of your project design, quantitative data collection is a relatively easy way to track progress and can be useful for reporting to funders.

Qualitative data collection, on the other hand, collects non-numerical data such as words, images, stories and sounds. The focus is on exploring participants' experiences, opinions, and attitudes, often through observation and interviews. Stories of change are qualitative data and can often be more persuasive than numbers, to demonstrate the impact of your activity or program.

How do you collect the data? (Data collection tools)

Evaluation Surveys

Collecting data has never been easier, with useful tools to help you design and circulate simple evaluation surveys to participants in your activity /program. Evaluation surveys can give you both quantitative and qualitative data and are an excellent source of feedback about your impact.

Using simple online tools that curate your surveys, as well as storing and analysing your results, can make things easier and give you professional-looking results to use with potential funders.

Two free and easy-to-use tools are surveymonkey and slido.

Examples from the People Led Prevention Project:

Landcare Regional Workshop – Participant Survey

1. How relevant is this topic on XX hazard to you?
   a. Low – not directly relevant
   b. Medium – somewhat relevant
   c. High – this hazard is highly relevant

2. Before coming to the workshop, how would you have rated your level of understanding of XXXXXXX
   a. Low
   b. Medium
   c. High
   d. Expert

3. After attending the workshop, how would you rate your level of understanding of XXXXXXX
   a. Low
   b. Medium
   c. High
   d. Expert

4. How helpful was the content presented at the workshop?
   a. Extremely helpful
   b. Very helpful
   c. Somewhat helpful
   d. Not so helpful
   e. Not at all helpful

5. After attending the workshop, I feel more able to prepare for a natural disaster
   a. Strongly agree
   b. Agree
   c. Neither agree nor disagree
   d. Disagree
   e. Strongly disagree

6. In relation to your own natural disaster preparation, will you do anything differently in relation to XXXX as a result of the workshop?
   • Open Text

7. Would you like to attend another event held by Landcare on natural disaster information?
   • YES/NO
   • What hazard (LIST)
   • How would you like that delivered?

8. Where do you go to for information relating to natural disaster preparedness? (RFS/SES/NSW RA/Local Council/Other – free text)

Broadscale engagement events (Agquip, Farmers Markets)

Using one of the survey tools- create a generic QR code that takes people to a short survey (3-4 questions)

1. Did you know Landcare is involved in Natural Disaster resilience?

2. What Natural Disaster related topics do you think should be at Landcare events?
   (LIST THEM as a tick a box – up to 3)

3. What of the following would you be interested in seeing Landcare deliver natural disaster information?
   ☐ Field Days
   ☐ Website
   ☐ Podcasts
   ☐ Videos
   ☐ Webinars
   ☐ Other (free text)

4. Are you interested in staying in touch and hearing more from us? Y/N

Capturing stories of change

Using the Most Significant Change technique

The Most Significant Change technique (developed by Clear Horizon) uses three simple questions to gather stories of change or impact. It is a widely used qualitative data collection tool that works well in many different situations.

The are three basic steps in using the Most Significant Change (MSC) technique

1. Deciding the types of stories that should be collected (stories about what- for example, about practice change or health outcomes or empowerment)
2. Collecting the stories and determining which stories are the most significant
3. Sharing the stories and discussion of values with stakeholders and contributors so that learning happens about what is valued.

MSC is not just about collecting and reporting stories but about having processes to learn from these stories. Using the MSC technique can deliver multiple benefits:

- Insights into whether you are achieving your intended objectives, through looking at the similarities and differences in what different groups and individuals value.
- MSC can provide the stories to elevate your data (attendance numbers, event numbers, resources produced) and give colour and movement to your reporting.
- MSC stories also create great content for social media, marketing and promotion
- MSC can be very helpful in explaining HOW change comes about (processes and causal mechanisms) and WHEN (in what situations and contexts).

Landcare NSW - Most Significant Change Template

A. Are you a Landcarer? If so, for how long?

B. Tell me about your involvement with the project?

Why useful / important? Role for Landcare in disaster preparedness?

C. What was the issue or problem you were trying to address by getting involved with the project? (Context)

1. Describe the situation- the natural disaster profile of your region/local area (Beginning)

2. As a result of attending the Landcare NSW workshop, what happened? (that created the impact or change) (Middle) What knowledge did you gain by attending this workshop and what did you do with it?

3. What is the situation now? What has changed? (The change) The result of the impact / change on or your land?

Australian Government

NSW GOVERNMENT

Landcare New South Wales

3. Engagement activities

Tips for hosting and facilitating

Purposeful and effective engagement with the community requires skills in hosting and facilitating groups. The information and links below provide some tips and further information to support the development of these skills.

The Art of Hosting

Offers practical tips and tricks for leading community engagement about specific issues like disaster resilience and preparedness.

The Art of Hosting

The Art of Hosting is a highly effective way of harnessing the collective wisdom and self-organizing capacity of groups of any size.

Based on the assumption that people give their energy and lend their resources to what matters most to them – in work as in life – the Art of Hosting blends a suite of powerful conversational processes to invite people to step in and take charge of the challenges facing them.

A great resource to learn more about Art of hosting is : *[What is the Art of Hosting? | Art of Hosting]*

> All conversations are opportunities for us to connect a little deeper with one another.

In the Art of Hosting practice, we often talk of the four-fold way and the seven little helpers: the simplest tools for convening any conversation.

The Four-Fold Way of Hosting

1. Be Present
2. Participate and practice conversations
3. Host
4. Co-create

The Seven Helpers

Over the years, we have identified seven little tools that are the source of good conversational design.

- At the bare minimum, if you use these tools, conversations will grow deeper, and work will occur at a more meaningful level.
- These seven helpers bring form to fear and uncertainty and help us stay in the chaos of not knowing the answers.
- They help us to move through uncomfortable places together, like conflict, uncertainty, fear and the groan zone and to arrive at wise action.

1. Be present
2. Have a good question
3. Use a talking piece
4. Harvest
5. Make a wise decision
6. Act
7. Stay together

Being an effective facilitator

Taking on the role of facilitator

It is not always easy or natural for a diverse group to come together to work on something. Facilitation is the act of supporting a group to engage in meaningful and productive conversations.

Effective facilitation requires a facilitator to design the conversation, lead the conversation in the room, and support making sense of the conversation afterwards.

Whenever possible, try not to facilitate solo. Having two complimentary facilitators can help you ensure that the many dimensions of what is happening can be attended to: process, content, participant experience, relationships, politics, catering, room temperature, photos, etc.

> A key role of the facilitator is to create a safe space, to foster an environment where people can come together safely both psychologically and emotionally, and as a result can contribute honestly and openly.

How to create the conditions for productive conversations:

- Preparing people to participate
- Planning a session to get to the desired outcomes
- Clarifying points that people are saying.
- Surfacing the wisdom and insight already in the room
- Enabling what is being said to inform decisions
- Keeping the group focussed whist balancing the needs of the group at that point
- Managing any conflict if and as it arises.

The role of a facilitator during an event

1. Provide a proper introduction. Help the group understand the objectives of the meeting, the ground rules, and how they can participate.

2. Recap on previous progress. If the group has come together, reorientate people to the goal and help dispel any misunderstanding. In your recap focus on challenges, opportunities and outcomes. Encouraging discussion in order to refine and define progress is never wasted.

3. Spell out or visualise the journey. This can help support groups to build their own momentum and reduce reliance on the facilitator to drive conversation.

4. Support participation. Facilitators are constantly managing group dynamics. Facilitators may need to encourage quiet people and people with expertise to contribute more whilst controlling people that dominate the conversation. Monitoring energy levels. Introduce activities and icebreakers when energy stoops and revitalisation is needed. Consider if session plans needs to be abandoned for another more appropriate direction. Ask yourself 'what is best for the group to move forward?'.

Listen and call out the obvious. Stay focused and listen with an ear to the ground, judging if conversations are gaining depth and relevance, or going off track.

5. Surface tensions. Tension in a group is likely, especially when people are trying to solve problems. This is something for a facilitator to prepare for and manage. Tension can be destructive or productive, depending on the source of the tension, how it is handled and how participants respond. Getting a group to surfacing tensions and working through them can be a source of transformation and strengthen relationships in a group. Avoid tensions can mean missing potential breakthroughs and stifling relationships. A good facilitator will expose the elephant in a room if they have not been able to draw it out of a group. This may be an uncomfortable moment for everyone but avoiding the elephant can impact trust and prevent progression.

6. Be prepared. Have a number of activities that you are familiar with that can support a 'Plan B' if the session needs to deviate from what was planned in advance. Some we particularly like are listed below.

The role of a facilitator after the event

1. Develop and share documentation from the workshop
2. Debrief and plan next steps with key stakeholders
3. Follow up with communication and further conversation
4. Continue engagement and relationships

Source: How to facilitate meaningful conversations- TACSI

Hosting and Facilitating Workshops

Workshops are a great way to bring together bigger groups of people to work on a challenge. A workshop can be a single event, or a series. They are generally relatively short (45 mins – 3 hours) and are educational- teaching or introducing participants practical skills, techniques, or ideas which they can then use in their work or their daily lives.

Most workshops have several features in common:

- They're generally small, usually from 10 to 25 participants, allowing everyone the chance to be heard.

- They're often participatory, i.e. participants are active, both in that they influence the direction of the workshop and also in that they have a chance to practice the techniques, skills, etc. that are under discussion.

- They're informal; there's a good deal of discussion in addition to participation, rather than just a teacher presenting material to be absorbed by attentive students.

- They're time limited, often to a single session, although some may involve multiple sessions over a period of time (e.g. once a week for four weeks, or two full-day sessions over a weekend).

- They're self-contained. Although a workshop may end with handouts and suggestions for further reading the presentation is generally meant to stand on its own.

Why choose a workshop as your engagement activity?

A workshop provides a way to create an intensive educational experience in a short amount of time. They are a great way to teach hands-on skills, because the timeframe and format can give participants a chance to test and try new things in a safe environment.

Workshops are a good way to introduce new concepts and to cater for different learning styles. Being part of a group provides opportunities to learn from other participants as well as the presenters, increasing understanding and engagement with a topic.

Workshops proved to be a very popular engagement approach through the People Led Prevention Project, focusing on building understanding and confidence around disaster resilience concepts. Feedback was positive and resulted in increased and sustained engagement.

CASE STUDY – FIRE PREPAREDNESS WORKSHOP (North-West Region)

During the People Led Prevention Project pilot, the North-West region held a Fire Preparedness workshop.

Feedback from one of the participants gave insights into the value of workshops:

She said that the timing of the workshop, with the fire season upon the community and the opportunity to come together socially as a community outing, was really appealing. She took her 10-year-old son who was also really engaged in the workshop, showing that it could span generations.

Everyone should be doing this, showing how to use the equipment, facts like that, land managers are practical learners, and this was well received.

She appreciated that agencies like LLS, Landcare and RFS were partnering in the workshop to make it a one stop shop for information and connections. She particularly appreciated the story telling, hearing from others and hearing really practical facts such as how far embers can travel, what high risk actually means and what role women play in preparedness.

As a result of attending the workshop, the participant went away with clear actions: she made a plan, had her birth certificates ready to join up to the RFS platform; and after discussing fire cart and pump set ups with others at the workshop, was more prepared for fire at home with their pumps filled up.

The event was practical, provided good solid information and provided paperwork to follow up with after, I came away ready to prepare – I think everyone needs to do this.

Australian Government

NSW GOVERNMENT

Landcare New South Wales

Community Markets & Regional Field Days

Why attend community markets and regional field days?

Sometimes attending existing events to engage with your community is just as effective (or more so) as hosting your own event. A local market or regional field day can be a great place to meet the community and get your message, topics and the Landcare brand out into the region.

If you are looking to reach a broader and more diverse public audience for your project, then attending markets and regional events - where large numbers of people are already attending- is a proven way to do it. During the People Led Prevention Project the regions used markets and regional events as a successful engagement tool, with more than 100 people participating in Landcare activities at each event.

Practical tips for organising a stall at a community market or regional event

There is a wide range of regular local markets across NSW, Farmers markets in NSW | Visit NSW is a good site to find out the frequency and locations.

- **Plan ahead**- every market and regional field day has their own set of rules and regulations, so familiarise yourself with them ahead of time to avoid disappointment.

- **Know their rules** – e.g. branded helium balloons and water bottles might sound like a good idea, but some organisers ban non-decomposable plastics to reduce waste.

- **Make sure you meet the insurance requirements** – this will be a deal breaker.

- **Know what's provided and what you will need to tak**e- some markets provide tables and chairs, some have powered sites available, others don't.

- K**now the timing for stall holders**- check exactly what time you need to arrive for setup, and what time you're allowed to start packing down.

- **Book your stall** – where possible choose a spot with high traffic to attract people as they are passing by

Tips for planning your event at a market / regional event

- Organise your equipment ahead of time – markets are all weather events so you'll need to arrange to have protection from the elements like a tent of a marquee (check Landcare NSW or your Landcare network to book these)

- Arrange for prominent signage including cornflutes, and flags, and banners, displays with inviting trees, nature and display boards

- Start planning activities you want to run during your time consider how to use the allocated space. See Design Principles and Planning an engagement activity for tips

- Decide on the resources you'll use- at a powered site you can use a screen or audio-visual materials.

- Video clips and information can be found at HOME- Landcare NSW

- Arrange for printed materials such as pamphlets, cards, templates and fact sheets to be available at your stall.

Planning your engagement activities

- Aim to make the event interactive – through delivering regular presentations, talks and hands on activities at your stall.

- Increase your exposure by getting your activities included in the market's printed program – this way your activities can be broadcast throughout the day.

- Plan activities for the whole family – markets and field days are often family outings and having fun activities for children gives you the opportunity to get your message across to the whole family.

- Invite subject matter experts to present at designated timeslots throughout the day.

- During the People Led Prevention Project groups had experts speaking on topics like:
  - Landscaping for bushfire prevention
  - Understanding fire and flood ecology
  - Utilizing natural systems for disaster preparation planning
  - Bushfire Planning presentation
  - Preparedness checklists activity

Learnings from the People Led Prevention Project

- The use of the markets and field days was an excellent way to break into a community and get people talking about preparedness across all disaster types.

- Many people commented that they wouldn't have taken a day to attend an event, but since they were here at the market then they could spare 20 minutes to make their plan and learn something new- while they had lunch or while their children played.

- Our conversations also helped us understand why people were hesitant to take preparedness action.

- We heard that people felt that getting "prepared" would take too much time (multiple days) and that they needed all the information before they started.

- Landcare groups were able to combat this by having practical small steps that people could do at our stall – e.g. fill in the RFS plan, download disaster apps, look at planting guides, take small scale steps

- As markets are a family event, more people were having conversations within their entire household e.g. to kids and partners about the disaster day plans and equipment. We often asked people as an ice breaker question does everyone in your family know your disaster plan?

- People took proactive steps to download emergency apps and regularly check the warning updates and the council emergency dashboard

- Having templates available to support people to make a realistic plan of action over different time periods (what you'll do in one day, one week, one month, three months) was really effective

- After the market events there were lots of requests to go further and do additional events, inspired by some of the group discussions.

See Section 11 – for evaluation surveys and tools for markets and field days

Producing written / visual / audio resources

Developing resources for participants to engage with and to reinforce key messages is essential. This could mean creating agendas, flyers, fact sheets, power point presentations, or handbooks.

Written, visual, audio resources are another powerful form of engagement and should be planned with care like other engagement approaches – see *Design Principles and Planning your engagement*

Landcare NSW has a range of materials and templates already available [Link to relevant sections on website],

Where possible, don't reinvent the wheel. Check out Landcare NSW's resources and the wide range of materials and resources available from other community organisations and disaster agencies.

However, if you can't find what you need and you want to create a new resource – follow the tips in the *Landcare NSW Information Sheet - Tips for producing quality resources and briefing experts* [LINK] or contact Landcare's Communication Officer.

Remember not everything has to be written or printed. Creating visual and audio resources as well, or instead of written resources can be more effective and may help you reach a broader audience. (See below for information about Adult Learning Styles).

If you have written materials and are worried about printing many copies, you could take a laptop to your activity/workshop so that information / resources can be loaded on to a portable drive for people to take home. Or you could set up a shared drive (ie. Google folder) for participants to access the materials.

Adult learning principles

You probably know everybody has different ways of learning and taking on new information.
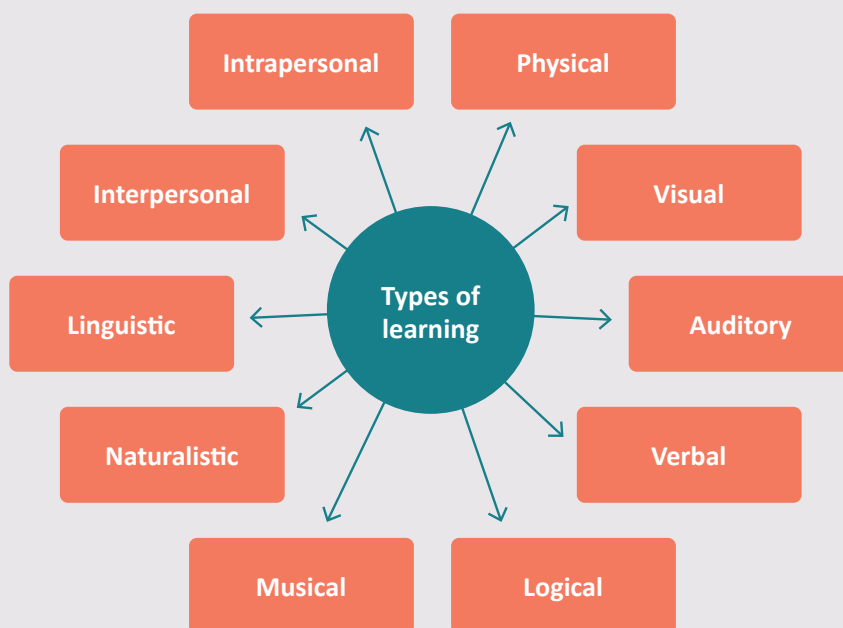
Our individual learning styles influence the way we best receive, interpret, organise and store information. And many learners have multiple or overlapping learning styles.

It is important to design your activities and materials with multi-layered resources to cover most styles, so that your audience can engage with the material and messages.

For more information about how to best engage with the different learning styles see this link:

'10 Types of Learning and How to Teach Them: A Complete Guide to Learning Styles'

This diagram illustrates the many different learning styles.

PEOPLE LED PREVENTION PROJECT

Landcare NSW's People Led Prevention project empowers communities across regional NSW in developing disaster resilience and preparedness skills. Jointly funded by the Australian and NSW Governments.